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PHONETIC ANALYSIS OF WORDS IN GRADES 5 AND 6.

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THESE GUIDELINES WERE DEVELOPED AT THE BELLEVUE, NEBRASKA, PUBLIC SCHOOLS TO ANSWER THE REQUESTS OF UPPER ELEMENTARY TEACHERS FOR INFORMATION CONCERNING THE ELEMENTS OF THE PHONETIC APPROACH IN THE TEACHING OF READING. THE BOOKLET INCLUDES NOT ONLY THOSE SKILLS TO BE INTRODUCED FOR THE FIRST TIME AT THE FIFTH- AND SIXTH-GRADE LEVELS, BUT ALSO SKILLS WHICH MAY NEED TO BE REVIEWED. CHECKLISTS FOR OTHER READING SKILLS SUCH AS COMPREHENSION, ORAL READING, AND STUDY SKILLS ARE INCLUDED. (RH)

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Guidelines

READING SKILLS 5-6

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Bellevue Public Schools

Bellevue, Nebraska

PHONETIC ANALYSIS OF WORDS
IN GRADES 5 AND 6

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FOREWORD

These guidelines have been developed in answer to numerous requests by upper elementary teachers for information concerning the elements of the phonetic approach in the teaching of reading. The guidelines include more than phonics, however, and are designed to aid the classroom teacher in the teaching of all reading skills.

Since some students will enter the classroom deficient in one or more phases of the reading area, this booklet includes not only those skills to be introduced for the first time, but also those which should be retaught.

An enrichment folder will be developed during the 1965-66 school year to supplement this guide. It will include suggested methods, devices, and chalkboard activities for the teaching of reading skills.

The components above together with the teacher's interest, enthusiasm, and ability to recognize a student's reading aptitude are vital to a strong reading program. The combination of these elements constitutes the philosophy of the Bellevue Public Schools toward the teaching of reading.

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PHONETIC ANALYSIS OF WORDS IN GRADES FIVE AND SIX

It is too often assumed that all children have mastered basic reading skills of the primary grades so these skills are not reviewed or retaught. By the time the student reaches grade five, he has been presented all of the basic phonic elements of words, but they must be constantly practiced if they are to be meaningful. Initial consonants, digraphs, and simple endings should be reviewed, as should consonant blends and short and long vowels. Syllabication and prefixes and suffixes should also be constantly reviewed. The phonetic elements that should be reviewed or taught at fifth and sixth grade level are presented below under the headings of consonants, consonant blends, consonant digraphs, long and short vowels, vowel variants, consonant-vowel combinations, vowel-vowel combinations, compound words, contractions, root words, forming of plurals, prefixes and suffixes, dictionary skills, syllabication, and accent.

Consonants

The consonants should be recognized both visually and auditorally in the initial, medial and final positions.

Consonants are all the letters in the alphabet which are not vowels. As compared with the vowels, they are relatively consistent in the sounds they represent. This is especially true of "b" - "f" - "h" - "j" - "k" - "l" - "m" - "n" - "p" - "r" - "t" - "v" - "w" - "y" and "z" but even among these there are exceptions:

"b" --When "b" follows "m" in a word, and is in the same syllable, it is silent (climb, dumb). When "b" precedes "t" in a syllable, it is silent (debt, doubt).

"h" --When "h" is the first letter in a word it most often sounds as it does in he, but it is sometimes silent (heir, hour). The letter "h" is silent when it follows "k" at the beginning of a word (khan, khaki). The letter "h" is silent when it follows "r" at the beginning of a word (rhetoric, rhubarb).

"k" --The letter "k" is silent when it is the initial letter in a word and is followed by "n" (knit, know). In certain instances, a silent "k" helps to distinguish visually between homonyms (night, knight - not, knot).

"l" --The letter "l" is sometimes silent when it precedes another consonant within a syllable (calm, folk).

"n" --The letter "n" is silent when it follows "m" in a syllable (solemn, condemn).

"p" --The letter "p" is silent when it is the initial letter in a word and is followed by "s" (psalm, psychology).

"t" --The letter "t" is sometimes silent when it follows "s" (listen, castle).

"w" --When "w" follows "o" within a syllable it is sometimes silent (bowl, low).

The consonants "c" - "d" - "g" - "s" and "x" are more varied in the sounds they record:

"c" --When "c" is followed in a syllable by "e" - "i" or "y" it usually has its soft sound (certain, city, cylinder, race). When "c" is followed by any other letter or is the final letter in a syllable, it usually has its hard sound (cord, fact, arc).

"x" --A sound commonly recorded by "x" is best represented by the letter combination "ks" (mix, axle). Often, and especially when it is followed by a vowel or by a silent "h", "x" records a sound represented by the letter combination "gz" (exact, exhaust). When "x" is the initial letter in a word, it representsthe sound associated with the letter "z" (xylophone, xylem).

"g" --When "g" is followed in a syllable by "e" - "i" or "y" it usually has its soft sound (gentle, ginger, gypsy, edge). When "g" is followed by any other letter, or is the final letter in a syllable, it usually has its hard sound (gallant, ghost, wig).

"d" --The letter "d" often has the sound of "t" at the end of a word (missed, kicked, puffed).

"s" --The letter "s" often has the sound of "z" at the end of a word (suds, tugs, cabs, pans).

Consonant Blends

Consonant blends are two or more consonants used together to make a blended sound. These should be recognized in initial, medial and final position.

blue	flare	score-disc	stop-test
brown	frog	skate-flask	swing
clean	gleam	slim	train
cream	grain	small	twin
dream	plate	snare	scrap
dwindle	prune	spare-rasp	street
thread	splash	shred	spring

Consonant Digraphs

A consonant digraph is composed of two letters which are used together to make one distinctive sound. These should also be recognized in initial, medial and final position.

chap, peaches, each	phone, Stephen, telegraph
she, fashion, hush	what, anywhere
rough	sing, rang

"th" has two different sounds as illustrated below:

thin, thimble, with
that, method

Long and Short Vowels

The vowels are the workers in our language, the syllable-makers. According to Wingo, 92 per cent of the syllables in our language can be unlocked by short vowels.

Both long and short vowels should be identified in their initial, medial and final positions.

Key words for the correct pronunciation of the short vowels are: "a"-apple; "e"-elephant; "i"-Indian; "o"-octopus; "u"-umbrella.

The long vowels are identified by their names.

Children should review or learn the following generalizations concerning vowels:

1. In attacking a vowel sound, try first the short sound. If the word doesn't make sense, try the long sound.

2. Vowels are usually short when they appear as single vowels and are followed by a consonant (cat, pet, six, cot, cut).

3. Vowels are usually given the long sound when they appear alone and are the last letters of a word or syllable (go, he, my, vocal).

4. When two vowels appear together in a word, the first vowel is usually given the long sound, while the second is silent. There are many exceptions to this rule (reach, paid, moan).

5. In a short word containing two vowels, where one of the vowels is a final "e", the first vowel will have a long sound while the final "e" is silent (game, kite, hole, cute).

6. When "i" is the only vowel within a syllable, and it is followed in the syllable by "ld" - "nd" or "gh", it is usually long (wild, find, sigh).

7. When "o" is the only vowel within a syllable and it is followed in the syllable by "ld", it is usually long (old, behold, scold).

8. When a syllable ends in "nce" or "dge" the preceding vowel is usually short (fence, prince, badge, fudge).

9. When a syllable ends in "ous" the "ou" assumes the short sound of "u" (jealous, dangerous, callous).

10. When the letter combination "ie" is found within a syllable, the "i" is very often silent and the "e" is long (field, chief, piece, mien).

11. When the letters "ei" appear within a syllable and do not follow "c" they often assume the sound of long "a" (freight, vein, weight).

Vowel Variants

Three consonants usually affect the sounds of the vowels when they follow these vowels within a syllable. They are "r"- "w" - "l".

These are the most frequent sounds of the vowels when they are followed by "r": art, her, dirt, nor, fur.

When "r" is preceded by "a" - "e" - "i" or "u" but is also followed by "e" other sounds result: care, mere, fire, sure.

The consonant "w" sometimes follows "a" - "e" or "u" within a syllable. When it does, it also affects the sounds of these vowels: law, few, now.

The consonant "l" affects only the letter "a" to which it gives a broad sound: tall, always.

Consonant-Vowel Combinations

When the letter "u" is preceded with a syllable by "d" or "t" the resulting sound of the "du" or "tu" is a kind of slurring sound best represented by the letters "joo" or "choo": educate, gradual, mutual, punctuate.

When "i" is preceded within a syllable by "c" - "s" or "t" and it is followed by another vowel, the resulting sound of the "ci" or "si" or "ti" is like the sound commonly associated with the digraph "sh": facial, mission, action.

The letter "q" is always followed by "u." Together the "q" and "u" record either the sound associated with "kw" or the letter "k" alone: queen, acquire, bouquet, conquer.

Vowel-Vowel Combinations

ay (say)
ee (meet)
eu (feud)
oa (coat)
oy (toy)
oi (oil)
uy (buy)

au (auto, laugh)
ey (they, honey)
oe (toe, shoe)
ue (cue, Sue)

ai (paid, aisle, said)
ea (each, steak, dead)
ei (either, height, eight)
ie (pie, chief, friend)
oo (book, pool, flood)
ui (built, guise, suit)

ou (out, ought, dough, soup, cautious, could)

Compound Words

A compound word is made by joining together two words which then make one word that is related in meaning to the two single words: cowboy, into, carport.

Contractions

The apostrophe takes the place of omitted letters in making contractions. Context must be used sometimes to determine what words are shortened.

you'd	) you would) you had) you did	there's	) there has) there is

Root Words

Train pupils to look for the base or root word in words such as safety, dishonest, carefully, faultless, suggestion. Teach root words and word building as:

rest	cover
rests	uncover
rested	discover
resting	recover
restless	covering
unrest	discovery
	covered

Forming of Plurals

1. Many words form their plurals by adding "s" as cow, cows; sea, seas; bag, bags.

2. To pronounce the plural of some words an extra syllable must be added and so "es" is added to form the plural as dress, dresses; box, boxes; church, churches; glass, glasses. Root words that end in "x" - "s" or "ch" and "sh" form their plural by adding "es" as box, boxes; church, churches; dress, dresses; bush, bushes.

3. Nouns ending in "y" preceded by a consonant form the plural by changing "y" to "i" and adding "es" as candy, candies; pansy, pansies, party, parties.

4. Nouns ending in "y" preceded by a vowel form their plurals by adding only "s" as tray, trays; key, keys; boy, boys; pie, pies.

5. The plural of nouns ending in "f" or "fe" change "f" or "fe" to "ves" as knife, knives; calf, calves.

6. Some nouns form their plurals by changing the vowels as man, men; woman, women, goose, geese; foot, feet; tooth, teeth; louse, lice.

7. A few plurals end in "en" as child, children; ox, oxen.

8. Some nouns have the same form for both singular and plural as deer, sheep, swine, grouse, trout.

Prefixes and Suffixes

The use of prefixes, suffixes and root words should greatly add both to the ability of the student to unlock new words as well as to his vocabulary.

The fastest way to increase one's vocabulary is through the study of prefixes, suffixes, and root words and is far better than using the technique of memorizing a number of new words each week.

Prefix	Meaning
a (ab)	from, away
a (an)	without, not
ad	to, toward
ambi (amphi)	around, both
ante	before
anti	against
bi	two, twice
circum	around
con - com	together, with
contra	against
de	from, down from
dis	apart
dia	around
epi	upon
ex	out of
hetero	different

hypo - hypt	under, below
in	into, not
in - en	in, into, among
inter	between
intro	within, against
mono	single, one
non	not
ob	against
pan	whole, all
per	fully, through
peri	around, about
post	after, behind
pre	before
pro	for, forward
re	back, again
retro	backward
se	aside
semi	partly, half
sub	under
super	over, above
syn (sym)	together, with
trans	beyond, across
tri	three, thrice
ultra	beyond
un	not

Suffixes	Meaning
able, ible	capable of being
ace - acy - ance - ancy	state of being
age	act or condition
al - eal - ial	relation to, that which, on account of
an - ean - ian	one who, relating to
ant	adj.-being noun-one who
ar - er	adj.-relating to noun-one who place where
id	pertaining to, being in a condition of
ile	relating to
ion	act or state of being
ise, ize	to make
ist, ite	one who
ity - ty	state
ive	relating to
kin	little
less	without
ment	state of being, act
or - ar - er	one who, that which
ory	that which pertains to place of serving for
ose, ous	abounding in

some	full of
tude - itude	condition
ule	little
ward	turning to, in direction
wright	doer, worker
ate	adj.-having quality
	noun-one who
	verb-to make
cle - acle	little
icle - cule	little
ee	one who is
eer	one who does
en	(1) little (2) made of
ence	state of quality
ency	state of quality
	adj.-being
	noun-one who
et - let	little
fic	causing, producing
fy - ify	to make
hood	state, condition
ic	like, made of
ice	that which, quality or state of being

Not every student should memorize every one of these prefixes and suffixes but the student should become familiar with them at the upper elementary grade level.

Dictionary Skills

Alphabetization needs to be reviewed and expanded. The ability to divide the dictionary into thirds to help the student know approximately where a certain word will appear needs to be learned as well as being able to alphabetize words by as many letters as is necessary.

A student needs to recognize and learn the abbreviated parts of speech as: n-noun; v-verb; adj-adjective; and adv-adverb. The preferred pronunciation found in the dictionary must also be learned.

It is important at the upper elementary level to understand the use of diacritical markings at the bottom of the page. It is not likely that all students

will need or even be able to learn the names of each of the marks. Every child should be able to follow the diacritical markings at the bottom of the page of the dictionary and then to be able to use this key to pronunciation.

Children need to know how to interpret phonetic respellings of the word.

At this level the children must realize that the glossary is actually a dictionary of words for one particular book.

Syllabication

The rules of syllabication should be learned thoroughly at the fifth and sixth grade levels with sufficient practice in their use so that they will become applicable.

1. Every syllable must have a vowel sound.

2. Each syllable must contain a vowel and a single vowel can be a syllable.

3. Suffixes and prefixes are syllables with meanings of their own. These may also be identified as common syllables. Some examples:

for	re	ment	
de	im	ble	tle
pre	en	cle	zle
dis	con	dle	ness
com	re	fle	er
in		gle	es
ex		jle	ĕd
		kle	y
		ple	ly

"ed" has three sounds — ed) t as in jumped;) d as in played;) ĕd as in greeted

"ed" is only a syllable when the short "e" is heard as in halted, wasted, and grunted.

4. The root word is not divided.

5. If the first vowel is followed by two consonants, the first syllable usually ends with the first of the two consontants. Examples:

v c c v	v c c v
p e n - c i l	f u n - n y

6. If the first vowel in a word is followed by a single consonant, that syllable can end as a closed or open syllable.

A syllable ending with a consonant is called a closed syllable:

v c v
c a b - i n

A syllable ending with a vowel is called an open syllable:

v c v
n o - t i c e

7. If a word ends with "le" preceded by a consonant, that consonant begins the last syllable:

f a - b l e

8. When "r" follows a vowel, the vowel and the "r" go together to make the "er" - "ir" - "ur" sounds.

s u r - p r i s e p e r - s o n c i r - c u s

9. The letter "x" <u>always</u> goes with the preceding vowel to form a syllable:

e x - i t
a x - l e

10. The letters "ck" go with the preceding vowel and end the syllable:

c h i c k - e n

Accent

The following rules should be thoroughly understood:

1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix:

o´ - v e r
a´ - b l e

2. Two like consonant letters following the first vowel are a clue to an accented first syllable and to a short vowel sound in that syllable:

r i b´ - b o n
c o l´ - l a r

3. In most two syllable words that end in a consonant followed by "y" the first syllable is accented and the last is unaccented:

t i′ - n y

u g′ - l y

4. Beginning syllables "de" - "re" - "be" - "ex" - "in" and "a" are usually unaccented:

r e - m a i n′

b e - f o r e′

5. When a final syllable ends in "le" that syllable is usually unaccented:

b o t′ - t l e

m a r′ - b l e

6. Endings that form syllables are usually unaccented:

r u n′ - n i n g

7. The letters "ck" following a single vowel letter are a clue to an accented syllable:

c h i c k′ - e n

j a c k′ - e t

8. Two vowel letters together or two vowel letters, one of which is final "e", in the last syllable of a word are usually a clue to an accented final syllable. (They also indiacte a long vowel sound for the previously learned vowel rules.)

c o m - p l a i n′

a - m u s e′

9. Vowels in accented syllables usually have a long vowel sound or the short vowel sound as in

z e′ b r a

t o n′ i c

Notice the "e" in zebra is long and the "o" in tonic is short.

10. Vowels in unaccented syllables usually do not have the long or the short vowel sound. They usually have a neutral vowel sound that is shown by the schwa (ə). The schwa is an unobtrusive speech sound and is used to show such sounds as the "a" in about, "e" in master, "i" in devil, "o" in lemon, and "u" in circus.

b u t t e r	l e m′ o n	a l l o w
b u t′ ə r	l e m′ ə n	ə l o u′

The schwa will usually occur in the unaccented syllables.

11. When a consonant followed by "le" forms the last syllable in a word, this syllable is never accented as in

s a m´ p l e

m a´ p l e

12. When a two-syllable word ends in the letter "y" or the letter "ey", these letters are in the unaccented syllable:

m o n´ e y

n e e d´ y

The best use of phonics is a realistic one. The use of phonics to identify unfamiliar words in reading sometimes provides their exact pronunciation (plastic, complex); sometimes, a close approximation (chair, formal); and sometimes a misleading combination of sounds (walk, tongue). Consequently, realistic teaching establishes phonics as a possible source of help in word identification. It also establishes phonics as a kind of help that functions most successfully when it is used in a flexible trial-and-error way; when the context in which an unfamiliar word appears is used to suggest or to check a pronunciation; and when, in some instances, a dictionary is used to provide help that phonics cannot give because of the nature of the word in question.

The importance of teaching phonics cannot be questioned since eighty-seven per cent of our language can be analyzed phonetically. Both reading and spelling will be improved by the teaching of phonics.

COMPREHENSION SKILLS IN GRADES FIVE AND SIX

A formal reading period should continue throughout the upper elementary grades. However, the child is actually using study skills when he reads in science and social studies for the purpose of gathering facts to use in class discussion, in experimentation, in demonstration, in making a report, in preparing a summary, in taking a test. He uses reading study skills in arithmetic when he reads a problem and applies information gained from his reading to work the problem or when he reads directions that tell him how to perform the process. When a pupil reads and does something with what he reads in situations such as these, he uses study skills.

Children should always read selections silently before being asked to read orally. During the formal reading period, children should be asked to read to find out certain key ideas. The ability of the reading group will determine how many pages should be read to find a specific thought. Some children can handle as many as four or five pages, while slow learners will need to read only one or two pages. Immediately after silent reading, comprehension should be checked by the use of oral questions. These questions should be of a type that will require analysis of the material read, rather than questions that may be answered by "yes" or "no."

In order for a child to improve his comprehension, he must be able to reorganize the thoughts and material which he has read, using his own words, and be able to discuss this material with others. If he is not able to put the material into his own words, then he is actually unable to comprehend the material, and it is too difficult for him.

CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE FIVE

I. Comprehension Skills

The fifth grade student should be able to demonstrate reasonable proficiency in the following activities:

A. Locating information
   1. Table of contents.
      a. Examine table of contents of several books.
      b. List titles and have pupils use table of contents to locate pages.

   2. Examire books to find: title page, pictures, key, guide words, publisher, copyright year.

B. Using reference materials
   1. The encyclopedia.
      a. Topics arranged alphabetically.
      b. Show meaning of characters on back of each book, and become aware of how material is divided between one book and another.
      c. Compare dictionaries and encyclopedias for differences of materials.
      d. Pupils should know names of important children's encyclopedias (World Book, Compton's Britannica, Jr., etc.)

   2. The atlas and maps. These are valuable reference materials and have a particular vocabulary of their own.
      a. Examine atlas to find answers for questions on location, relative size, direction and distance.
      b. Use maps to explain latitude and longitude. Compare with known facts about streets and highways.

   3. Magazines and newspapers. Use to supply more recent information than textbook could contain.

   4. Knows proper use of the dictionary. Each pupil should have his own dictionary. He should be made aware of the differences in dictionaries.

   5. Time tables.
      a. Reading and interpreting.
      b. Following directions.

6. Card catalogue.
   a. Explain that every book has its place on the shelf.
   b. Each class of books has its own call number.
   c. Examine cards.
      (1) Author, title, subject.
   d. Give practice in location of titles and call numbers.

7. Using a telephone book, both alphabetical listing of names and the yellow pages.

8. Catalogues. Those of cars, guns, antiques, and many other subjects will serve to develop more interest in reference materials.

C. Reading to organize. (Organization of material improves one's comprehension. Trying to remember a large number of unrelated facts is difficult and meaningless.)
1. Outlining should be put into practice frequently to strengthen comprehension.
   a. Use formal outline procedure
      (1) Main ideas (I, II, III)
      (2) Subordinate ideas (A, B, C)

2. Establish a sequence. Pupils list sentences in order of event.

3. Follow directions.

4. Summarize.

D. Taking notes. (This is actually an application of outlining techniques. The pupil listens for main ideas as he feels necessary. Outlining should be mastered before note-taking is expected of a child.)
1. From reading.
2. From lectures (these should be short and well organized at this level).

E. Reading for appreciation.
1. To derive pleasure.
2. To form sensory impressions.
3. To develop imagery.
4. To understand characters.
   a. Physical appearance.
   b. Emotional make-up.

II. Oral Reading Skills

The student at this grade level should be able to:

A. Recognize and pronounce words with speed and accuracy.

B. Group words into meaningful phrases.

C. Interpret marks of punctuation accurately.

D. Express emotion sincerely.

E. Read in a pleasant, well-modulated voice.

F. Read with poise and self-confidence.

G. Dramatize portions of the story.

H. "Televise" or give radio version of a story.

I. Verify answers to questions.

10. Interpret characterizations.

11. Interpret word pictures.

12. Interpret general mood of text (humor, suspense, etc.)

13. Interpret sensations given by words.

14. Interpret the organization of text.
    a. Main thought in the paragraph.
    b. Main events in sequence.
    c. Main heads and sub-heads in outline.
    d. Directions for carrying out an activity.

CHECK LIST FOR COMPREHSNION SKILLS AND

ORAL READING IN GRADE SIX

I. Comprehension Skills

The sixth grade student should be able to demonstrate reasonable proficiency in the following activities:

A. Outlining

The basic methods of outlining previously learned in the fifth grade should be reviewed before it is further developed in the sixth grade

1. Formal outlining.
   a. Main ideas (I, II, III)
   b. Subordinate ideas (A, B, C)

2. Note taking.

Before entering the sixth grade the pupil is dependent mainly upon main ideas with perhaps only two supporting main ideas.

3. Sequence of ideas and events.

4. Skimming.
   a. Locating facts and details.
   b. Selecting and rejecting materials to fit a certain purpose.

At the sixth grade level the student must now be able to develop in complete outline form the material which he has read. He needs to be able to tell it in his own words as well as being able to evaluate the important material needed in the outline.

5. Main ideas of paragraphs.

6. Interpreting characters' feelings.

7. Topic sentences.

B. Following directions.

C. Drawing conclusions.

D. Reading for verification.

E. Locating information.
   1. Reference materials in reading.
      a. Graphs
      b. Maps

         Pupils need to learn to read and interpret maps in detail.

      c. Encyclopedias (locating materials or research)
      d. Headings and other typographical aids

   2. Library skills.
      a. Card catalogs.

         Pupils need to know the use of the card catalog and cross reference.

      b. Book classifications.
      c. Care of books and other materials.

   3. Periodicals or sources of information.
      a. Authors
      b. Introductions
      c. Table of contents
      d. Index (Pupils need to know the skills for the use of the index)
      e. Glossary
      f. Title page
      g. Copyright
      h. Date of publication
      i. Footnotes

         One of the major new skills introduced in reference work at the sixth grade level is the use of foot notes.

      j. Tables

   4. Resource materials
      a. Packets and pictures
      b. Charts (Pupils need to be able to read charts in detail)

   5. Resource people (Bellevue has a wealth of resource people).

F. Alternating the rate of reading.
   1. Different rate for different puproses.

      Skimming is a good type of reading but the student needs to know when he is skimming. Frequently students skim material and feel they have read it. As a result the student does not understand why his comprehsnion is at a low level. The student must be certain in his own mind of the purpose for reading particular material.

2. Comprehension at high level.

Skimming is not an effective procedure if he is to maintain a high level of comprehension. If rate can be increased without sacrificing comprehension, it should be increased.

G. Analyzing reading material critically.

The pupil should be taught not to accept something merely because it is in print.

II. Oral Reading Skills

The student at this grade level should be able to:

A. Do choral reading and read poetry.

Choral reading and poetry are an important part of the reading skills developed in the sixth grade.

a. Pronunciation
b. Phrasing
c. Rhymes
d. Interpretations

B. Listen with appreciation.

At the sixth grade level time should be devoted to listening periods to help children enjoy even the sounds of words.